

<b>Program</b>	DESIGN TECH. Design Tech.
<b>Does this program have a CTE component?</b>	Yes
<b>Academic Year</b>	2017/2018
<b>Review Period</b>	6 Year
<b>Service Areas</b>	

*This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.*

**1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.**

The Design Technology department consists of three interrelated Career Technical Education (CTE) programs: Entertainment Technology, Graphic Design and Interior Architectural Design. The department is also home to the Interaction Design baccalaureate pilot program.

Design Technology is committed to providing quality education and lifelong learning opportunities in rapidly evolving design and media fields. All of our programs are intended to prepare students for successful transfer, employment, or professional growth and skill development.

The Entertainment Technology program offers Certificates of Achievement and Associate Degrees in Animation and Digital Media. In addition, the ET Program offers a number of department certificates in various aspects of the entertainment industry (2D Animation, 3D Animation, 3D Modeling, Game Design, Digital Effects, and Visual Development) that act as areas of concentration with the larger Animation certificate track but are also attractive to students whose main interest is professional development.

In existence for over 40 years, the Graphic Design program at Santa Monica College serves both the student who wishes to transfer to a four-year college or an art and/or design school, as well as the student who wants to obtain the skills necessary for entry into the industry as a production artist or designer in graphic design, illustration, user experience or web design. The Graphic Design program offers a Certificate of Achievement and an Associate Degree as well as department certificates in User Experience and Web Design.

The Interior Architectural Design program is an award winning program that prepares individuals to apply artistic and functional principles and techniques to the professional planning, designing, equipping, and furnishing of residential and commercial interior spaces. It also includes the processes and techniques of designing living, working and leisure indoor

environments as integral components of a building system. The program offers a Certificate of Achievement and an Associate Degree as well as department certificates in Set Design/Art Direction and Digital Production and Design.

The Interaction Design (IXD) Bachelor of Science program blends the fields of design, user experience (UX), and technology. Interaction Designers create the experiences we have every day with smart objects, devices, and the web. IXD is a four-year program, the first two years of which are comprised of the existing Graphic Design A.S. degree.

Despite the highly specialized nature of our programs, we attempt to recognize and emphasize our commonalities, reduce our differences and move forward as a one department through communication, collaboration, and the sharing of resources.

**2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.**

The mission of the Design Technology department is to provide an exceptional learning environment in which students can develop the knowledge, tools and skills required for careers in evolving design and media fields and/or for transfer to four-year colleges and art/design schools. In order to achieve its mission and ensure student success, the Design Technology Department is committed to meeting the following goals:

- To encourage and develop professional communication and collaboration skills: verbal, written, and technical.
- To promote excellence in the design and media fields by teaching state of the art techniques and methodologies and by keeping current with industry trends.
- To provide educational enrichment and professional interaction through internships, out-of-classroom experiences, and other professional development opportunities.

**3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.**

The programs of the Design Technology closely support the SMC Institutional Learning Outcomes. As stated, Santa Monica College students will:

1. “Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.”

In the Design Technology programs, we stress individual development and achievement by emphasizing the importance of regular attendance and the timely submission of projects and assignments. By modeling working situations in the

classroom, we stress the importance of ethical and honest work.

We structure our courses to develop strong interpersonal skills through collaboration and constructive criticism. Teamwork skills ensure that our students will have the ability to interact effectively with coworkers, employers, and clients.

2. “Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.”

We teach specific, career skills involving visual imagery. Design involves aesthetic engagement and problem-solving abilities. By coupling these fundamentals with practical, hands-on training, we provide the flexibility and adaptability that our students will need to succeed in an increasingly visual and information-oriented society and culture.

3. “Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.”

Digital media and technology have altered the way we as human beings communicate, collaborate, educate, and interact socially. Students from all over the world attend our classes, collaborating on complex projects. The visual nature of the work tends to break down cultural and geographical barriers. By providing a common technological literacy, we are enabling our diverse student population to function not just as artists and designers but also as global citizens.

We try to reinforce this by integrating Global Citizenship themes and cross-cultural sensitivity into class projects whenever possible.

4. “Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.”

We have largely moved away from paper-oriented classroom materials. Nearly all instructors demonstrate a greener, more sustainable way of working through the extensive use of online resources as well as our internal file sharing network.

Specifically, in the Graphic Design program, students learn alternatives to paper waste, paper recycling and alternative natural resources to paper. In addition, the Interior Architectural Design program has incorporated the principles of green design and sustainable technology into its entire curriculum.

**4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).**

A part-time project manager position for the Interaction Design bachelor degree program is currently being funded through the Strong Workforce Program. The funding for the position began in Spring 2017 and is expiring in Summer 2018.

The department also has an Auxiliary Trust Account for the ongoing maintenance of post-production software used in the Entertainment Technology program. The account balance is currently \$1600, the proceeds of a software certification workshop offered through Community Education.

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

**Area/Discipline Information Pertains To**

*All Disciplines (answered once)*

**1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.**

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The Design Technology department has grown slightly since our last six-year review from serving 1,278 students in Fall 2011 to 1,354 in Fall 2016. The student demographics for the period between Fall 2011 and Fall 2016 are as follows:

Ethnicity	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African American	11.3%	8.6%	8.3%	9.0%	9.3%	8.1%
American Indian	0.2%	0.3%	0.3%	0.1%	0.2%	0.4%
Asian	13.1%	12.6%	10.8%	12.7%	14.0%	14.4%
Hispanic/Latino	25.0%	28.5%	29.8%	30.1%	32.0%	33.3%

Pacific Islander	0.3%	0.4%	0.2%	0.2%	0.2%	0.1%
Two or more	4.1%	4.0%	5.1%	5.4%	3.8%	4.6%
Unknown	5.2%	7.4%	10.1%	7.3%	5.4%	4.7%
White	40.8%	38.1%	35.4%	35.2%	35.0%	34.5%

Gender	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Female	46.5%	46.3%	47.3%	51.1%	49.7%	50.7%
Male	53.5%	53.7%	52.7%	48.9%	50.3%	49.3%

Age	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
≤ 19 Years	16.3%	14.9%	15.1%	13.7%	15.0%	14.8%
20 -24	31.9%	31.6%	36.0%	36.7%	34.9%	35.9%
25 -29	18.9%	18.6%	18.2%	19.1%	18.5%	19.6%
30 - 39	16.7%	17.6%	17.7%	16.3%	16.9%	16.8%
40 - 49	8.8%	9.0%	7.1%	8.1%	7.5%	6.4%
50+	7.4%	8.2%	6.0%	6.2%	7.0%	6.5%

Residence Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CA Resident	84.6%	84.5%	84.1%	86.30%	85.6%	83.9%
International	10.7%	11.3%	11.9%	9.60%	9.9%	10.0%
Out-of-State	4.7%	4.2%	3.9%	4.10%	4.5%	6.1%

Citizenship	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Other Status	0.3%	0.0%	0.0%	0.2%	0.0%	0.0%
Perm. Resident	7.9%	7.8%	5.7%	7.4%	8.8%	8.9%
Refuge/Asyle	0.7%	0.6%	0.4%	0.5%	0.2%	0.7%
Student Visa	10.7%	11.3%	11.7%	9.2%	9.7%	9.7%
Temp. Resident	0.1%	0.0%	0.3%	0.3%	0.5%	0.4%
U.S. Citizen	77.5%	76.4%	78.8%	79.4%	77.5%	76.4%
Unknown	2.8%	3.8%	3.1%	3.1%	3.4%	4.0%

Educational Goal	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4-Yr. Student	2.6%	2.6%	1.9%	1.9%	2.4%	2.3%
AA/AS Degree	4.5%	4.6%	3.5%	4.4%	3.0%	3.6%
Career Objective	22.5%	25.0%	23.0%	23.1%	13.6%	12.0%
Certificate	5.2%	5.7%	5.8%	5.5%	5.7%	5.3%
Edu. Development	4.0%	3.5%	3.4%	2.7%	2.8%	3.1%
Others	0.4%	0.9%	0.9%	0.9%	0.9%	0.7%
Transfer	55.1%	51.5%	56.0%	57.5%	55.4%	57.6%
Undecided	5.7%	6.2%	5.6%	4.2%	16.2%	15.4%

Enrollment Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Continuing	62.1%	67.7%	64.2%	64.5%	60.5%	62.4%
First-Time	13.1%	9.9%	11.2%	9.3%	8.5%	8.6%
First-Time Transfer	12.9%	12.4%	12.6%	13.4%	14.3%	15.5%
K-12 Special Admit	0.1%	0.2%	0.6%	0.4%	2.9%	1.8%
Returning	11.8%	9.8%	11.5%	12.5%	13.8%	11.7%

Full-time Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Full-time	36.2%	30.6%	35.0%	33.7%	34.9%	37.4%
Part-time	63.8%	69.4%	65.0%	66.3%	65.1%	62.6%

We note the following changes in the demographic data over the period between Fall 2011 and Fall 2016:

- A slow but consistent decline of 6.3% in the White population.
- An overall decline in the African American population.
- A steady increase of 8.3% in the Latino population.
- An increasingly female population.
- A 4.7% increase in the 20-29 age group while other age groups remain steady or slightly decrease.

The rising female population is encouraging, especially in areas such as Entertainment Technology which have been predominantly male in the past.

The increase in the 20-29 age group may be attributable to a more competitive job market within our disciplines. Students

are finding that they need highly specialized skills beyond what a traditional undergraduate degree can provide to either enter or advance in the workplace. Santa Monica College may be more cost-effective than other alternatives in the region.

We address the changes in ethnic populations in the next question.

**2. Compare your student population with the college demographic. Are your students different from the college population?**

The college-wide student demographics for the same period, Fall 2011 to Fall 2016, are as follows:

Ethnicity	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African American	8.9%	8.9%	8.5%	8.5%	8.5%	8.4%
American Indian	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	17.2%	14.6%	13.3%	13.9%	15.2%	14.8%
Hispanic/Latino	30.9%	32.7%	34.4%	35.3%	36.0%	36.7%
Pacific Islander	0.5%	0.4%	0.3%	0.3%	0.3%	0.2%
Two or more	3.0%	3.2%	3.5%	3.6%	3.5%	3.7%
Unknown	4.8%	7.5%	9.1%	7.5%	4.9%	5.0%
White	34.5%	32.4%	30.6%	30.8%	31.5%	31.1%

Ethnicity	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Female	56.5%	55.5%	54.8%	54.9%	55.1%	55.4%
Male	43.4%	44.5%	45.2%	45.1%	44.9%	44.6%

Age	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
≤ 19 Years	28.1%	27.2%	27.4%	27.1%	27.8%	28.1%
20 -24	35.0%	36.3%	37.5%	38.4%	37.3%	36.5%
25 -29	11.2%	11.4%	11.4%	11.4%	11.8%	12.2%
30 - 39	9.1%	8.9%	8.6%	8.0%	8.3%	8.5%
40 - 49	4.2%	4.0%	3.7%	3.4%	3.4%	3.4%
50+	12.5%	12.1%	11.3%	11.7%	11.4%	11.4%

Residence Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CA Resident	83.3%	83.0%	82.6%	82.6%	82.6%	82.1%
International	9.4%	9.6%	10.1%	10.2%	10.2%	9.9%
Out-of-State	7.3%	7.4%	7.3%	7.2%	7.2%	7.9%

Citizenship	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Other Status	1.0%	0.9%	0.7%	0.7%	0.6%	0.6%
Perm. Resident	8.1%	7.7%	7.3%	6.9%	6.6%	6.2%
Refuge/Asyle	0.7%	0.7%	0.7%	0.5%	0.4%	0.5%
Student Visa	9.1%	9.3%	9.7%	9.9%	9.8%	9.6%
Temp. Resident	0.1%	0.2%	0.4%	0.4%	0.4%	0.4%
U.S. Citizen	77.0%	77.1%	76.9%	77.6%	78.2%	78.7%
Unknown	4.0%	4.2%	4.3%	4.0%	3.9%	3.9%

Educational Goal	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4-Yr. Student	3.4%	3.2%	3.1%	3.0%	3.3%	3.3%
AA/AS Degree	2.6%	2.4%	2.2%	2.1%	2.0%	2.2%
Career Objective	8.9%	9.3%	9.3%	9.3%	5.6%	5.8%
Certificate	1.3%	1.5%	1.4%	1.4%	1.5%	1.4%
Edu. Development	6.0%	5.4%	5.2%	5.1%	5.3%	5.3%
Others	0.4%	0.9%	0.9%	0.9%	0.9%	0.7%
Transfer	63.4%	65.0%	66.7%	67.0%	66.1%	65.5%
Undecided	13.7%	12.5%	11.6%	11.5%	15.3%	15.5%

Enrollment Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Continuing	58.1%	58.9%	59.5%	59.8%	58.2%	57.5%
First-Time	19.2%	17.8%	18.2%	17.7%	17.9%	17.6%
First-Time Transfer	11.6%	12.3%	11.5%	11.5%	12.0%	12.4%
K-12 Special Admit	0.5%	0.5%	0.6%	0.9%	1.7%	1.8%
Returning	10.5%	10.4%	10.1%	10.1%	10.3%	10.7%

Full-time Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Full-time	33.4%	31.3%	32.0%	32.3%	33.7%	33.1%



Part-time	54.6%	57.3%	57.6%	57.4%	56.4%	57.0%
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At a glance, Design Technology students are more likely to be between the ages of 25-49 and interested in career objectives, certificates and non-transfer degrees than the general college population. This seems typical of many CTE disciplines.

From the standpoint of ethnicity, the Design Technology differs from the overall college demographic. The White student population is still the majority in the department followed closely by the Latino population. We have seen nearly the same rate of growth in the Latino population over the same six year period as the college as a whole, but our population is slightly smaller. We've also seen more fluctuations in the African American population than the college in general.

These differences may be a reflection of the design and entertainment industries which struggle with a lack of diversity. We are committed to improving diversity in our disciplines, and have made concerted efforts to address this in our faculty hiring by pursuing candidates of color. This is an issue we will also have to address with our industry advisory boards to ensure we have representatives who reflect our student populations.

**3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.**

Over the period from Fall 2011 to Fall 2016, the percentage of Design Technology students who placed in Basic Skills has hovered near 10%, far less than that of the general college population. This is probably due to the slightly older student population and the career-centric nature of our programs. Nearly a quarter of our students have completed a Associate Degree or higher before taking classes in Design Technology.

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

**Area/Discipline Information Pertains To**

ET: ENTERTAINMENT TECHNOLOGY

**1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.**

*SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*

For this program review, we have selected the second SLO of ET 24, 3D Fundamentals, and of ET 31B, Digital Video Editing. These courses are project-based courses, and the second SLO of each course closely reflects the program learning outcomes for the Animation and Digital Media certificates:

Upon completing the Entertainment Technology program, a student will be able to:

- Animation: Develop original and effective animation projects using industry?standard tools and methodologies.
- Digital Media: Develop original and effective digital media projects using industry?standard tools and methodologies.

ET 24, SLO #2 - Students will demonstrate mastery of the course content by creating effective and original 3D animations.

ET 31B, SLO #2 - Students will create several effective digital editing samples for portfolio development.

**2. Describe how the program assesses SLOs and uses the results for program improvement including:**

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

The Design Technology department has tried to standardize the formatting of course-level SLOs across all the programs to ensure that all SLOs map correctly to the Institutional Learning Outcomes. Entertainment Technology SLOs are assessed each semester by every instructor. The department syllabus template also instructs faculty to notify the chair if SLO

revisions are necessary.

Our main concern is ensuring that projects are consistent with SLOs, especially across multiple sections of the same course. We collect student work samples from all courses that the full-time faculty review on an annual basis, typically during departmental Flex days. Course content and/or SLOs are revised as necessary with the input of the instructor(s).

Discrepancies still exist between ET course-level SLOs in ISIS and CurricUNET. We are attempting to address this as part of the six-year program review process. We will be also be submitting revised course SLOs of ET 30, Animation Project, and ET 60, Post Production Project. These courses are project-based capstones to the Animation and Digital Media certificate sequences.

For the period between Fall 2011 and Fall 2017, the average SLO mastery rate for ET 24 was 86.8%. The average SLO mastery rate for ET 31B over the same period was 89.6%. Both averages are higher than the college wide average of 84.2%.

**3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.**

*Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

The Entertainment Technology program offers an Associate of Science (AS) degree and Certificate of Achievement in Animation and Digital Media. Core competencies are assessed by the SLO mastery of the required courses for the certificate sequences. Moving forward, we plan to use the following revised course-level SLOs of the ET capstone courses, ET 30 and ET 60, to assess core competencies:

ET 30, SLO #2: Students will demonstrate mastery of the course content by developing an effective demonstration reel of original content for entry-level employment in the entertainment industry.

ET 60, SLO #2: Students will demonstrate mastery of the course content by the ability to ingest footage, prep a project, edit with the application, and create a finished product with balanced sound and broadcast quality image.

**4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).**

We rely heavily on our program advisory board to inform us of industry trends and to provide feedback on curriculum development.

The Design Technology department conducts a student survey at the end of each semester to collect program-specific data on student background, program/course effectiveness, scheduling preferences, and technology issues. We compare this information with data from Institutional Research and the TIMS reports to determine course and program effectiveness as well as scheduling patterns. The tools available through Institutional Research have made this process much easier in recent years.

Since Fall 2011, we can observe the following trends for the Entertainment Technology program:

- The success rate for weekend classes has fallen precipitously since peaking at 74.6% in 2013-14. It was an alarmingly low 50% in 2016-17. It's been well documented by the department surveys that students do not prefer weekend classes, and we only offer a handful of classes on Saturdays. We will have to work with those individual instructors to turn this trend around.
- While online enrollments have increased steadily from 16.2% in 2011-12 to 27.4% in 2016-17, the success rate for online course has shown only marginal improvement over the same time period. The department surveys consistently indicate that students prefer on-ground classes. This is not surprising in the ET program since a number of our courses use complex software. Even if students have access to the same software to work remotely, many prefer to have the hands-on experience with an instructor in the classroom.

**5. If applicable, discuss achievement rates on state licensure exams.**

The disciplines within the Entertainment Technology program do not currently require certification or licensure of any sort on local, state or national level.

**6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board**

**membership, how often it meets, and indicate involvement with the program.**

The Entertainment Technology advisory board meets at least once a year to discuss industry trends, curricular developments, and other issues that may impact our students. The next advisory board meeting is tentatively scheduled for May 2018.

In addition to the full-time ET faculty and Frank Dawson, Dean of Career Technical Education, our advisory board members include:

Brad Boim, Director of Digital Media Operations, NFL Media

Mike Goedecke Founder, Belief

Brooke Keesling, Director of Animation Talent Development, Disney ABC Television Group

Krissie King, Director of Operations, Hydrogen Whiskey

Steve Michaels, Co-Owner, Brickyard VFX

Kevin Scharff, Lead Development Manager, Riot Games

Chanel Summers, Co-Founder, Syndicate 17

Greg Talmage, Executive Producer, Blur Studio

Pepe Valencia, Founder and Previsualization Director, Baraboom! Studios

**7. Describe any program response to advisory board recommendations. Give specific examples.**

Based on feedback from our advisory board members, we made recent revisions to several of the concentrations within the Animation certificate track including the creation of a new concentration in Visual Development. See the attached document for details.

We are also in the process of converting the game design concentration to a stand-alone Certificate of Achievement track with input from the ET advisory board.

GR DES: GRAPHIC DESIGN

**1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.**

*SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*

For the review of the Graphic Design program, we have selected third SLO of GrDes 51, Graphic Design Studio 3, that reflects the following Graphic Design program learning outcomes:

Upon completing the Graphic Design program, a student will be able to:

1. Solve a variety of communication problems utilizing imagery and typography.
2. Possess fundamental graphic design skills as well as a working knowledge of current technology.
3. Work successfully as an entry? level graphic designer.

GrDes 51, SLO #3: Demonstrate the ability to create a comprehensive and unified visual system with images and typography for visitors to orient themselves to a new physical environment.

SLO data for the Interaction Design program is limited to a one-year period between Fall 2016 to Fall 2017, and does not yet reflect all senior year courses. For the review of the Interaction Design program, we have elected to assess the course-level SLOs of all the upper division courses that the IxD cohorts have completed to date. Taken as a whole, these SLOs closely reflect the following Interaction Design program learning outcomes:

Upon completing the Interaction Design program, a student will be able to:

1. Demonstrate knowledge of Interaction Design/User Experience Design history, practices, methodologies, tools, and project-based processes in designing for the user.
2. Graduates will utilize human-centered design principles, user-testing outcomes, and ethnographic research insights, and will employ critical thinking, sketching, and iterative processes to define, develop, conceptualize, and solve problems.

Moving forward, we will use the SLOs of senior year capstone courses: IxD 450, Interaction Design Portfolio, and IxD 470, Interaction Design Studio 3. We expect to have SLO data to assess for these courses once the first cohort of IxD students graduates in June 2018.

**2. Describe how the program assesses SLOs and uses the results for program improvement including:**

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

Graphic Design SLOs are assessed each semester by every instructor. The department syllabus template also instructs faculty to notify the chair if SLO revisions are necessary.

Our main concern is ensuring that projects are consistent with SLOs, especially across multiple sections of the same course. We collect student work samples from all courses that the full-time faculty review on an annual basis, typically during departmental Flex days. Course content and/or SLOs are revised as necessary with the input of the instructor(s).

For the period between Fall 2013 and Fall 2017, the SLO mastery rate for GrDes 51 was 97.4%, far higher than the college wide average of 84.2%. Data is not available for the period between Fall 2011 and Fall 2013.

Based on the available data, we note that IxD course-level SLO mastery is high, overall. For the period between Fall 2016 to Fall 2017, the overall success rates for all assessed IxD courses are as follows:

Fall 2016, 97.5%; Fall 2017, 99.4%

This indicates a slight improvement between the first and second cohort of IxD students.

**3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.**

*Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

The Graphic Design program offers an Associate of Science (AS) degree, a Graphic Design Certificate of Achievement, User Experience (UX) Department Certificate, as well as a Web Design Department Certificate. Core competencies are assessed by the selected SLO of GrDes 51, Graphic Design Studio 3, as stated above.

The Interaction Design program offers a Bachelor of Science (BS) degree. Core competencies are currently assessed using course-level SLOs of all the upper division courses that the IxD cohorts have completed to date, as stated above.

**4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).**

We rely heavily on our program advisory board to inform us of industry trends and to provide feedback on curriculum development.

The Design Technology department conducts a student survey at the end of each semester to collect program-specific data on student background, program/course effectiveness, scheduling preferences, and technology issues. We compare this information with data from Institutional Research and the TIMS reports to determine course and program effectiveness as well as scheduling patterns. The tools available through Institutional Research have made this process much easier in recent years.

Since Fall 2011, we can observe the following trends for the Graphic Design program:

- Slow and steady increase in enrollment for courses for our program of 27%.
- Hispanic/Latino population has had a dramatic increase of 12% from 2011 to 2017 compared to 0.7% college-wide. We hope to continually support this demographic group and help them find their passion in design.
- There was an increase in AA degree versus Certificates of 12% from 2011 to 2017.

Retention and success rates in the IxD program are quite high based on the data for the period between Fall 2016 to Fall



2017:

Course Retention: Fall 2016, 92.9%; Fall 2017, 100%

Course Success: Fall 2016, 88.1%; Fall 2017, 100%

Both categories show an improvement between the first and second cohorts. IxD 350 had the largest increase in student success from 85.7% in Fall 2016 to 100% in Fall 2017.

The limited data makes it difficult to draw meaningful conclusions. We do note, however, that course-level SLO mastery, retention, and success rates are very high, overall, and have increased slightly with the second cohort.

We attribute the high overall retention and success rates to the closed cohort format of the IxD program. Students are carefully selected through a rigorous application process, and those who successfully enter the upper division sequence are highly motivated and more likely to succeed than students in our A.S. programs.

The slight improvement between the first and second cohorts may reflect adjustments that the individual instructors have made based on their experiences with the first cohort. Nevertheless, we are pleased with the progress of both cohorts, and expect future data to reflect the same high levels of success.

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**5. If applicable, discuss achievement rates on state licensure exams.**

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The disciplines within the Graphic Design and Interaction Design programs do not currently require certification or licensure of any sort on local, state or national level.

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**6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.**

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The Graphic Design/Interaction Design Advisory Board meets at least once a year to discuss industry trends, curricular developments, and other issues that may impact our students. Our next scheduled Advisory Board meeting will be in May

2018.

In addition to the full-time Graphic Design faculty and Frank Dawson, Dean of Career Technical Education, our advisory board members include:

Kevin Brown, UX Specialist, Microsoft

Chris Chandler, Product Strategy Practice Lead, Philosophie

Guild Copeland, Co-Founder, Sisu

Tanya Cummings, Graphic Design Professor, CSU Long Beach

Jill DaSilva, Lead UX Design Instructor, General Assembly

Fabian Geyrhalter, Principal, FINIEN

Elliot Lemberger, Lead UX Designer, Ring.com

Jenny Rodenhouse, Design and Research Consultant

Laurel Rosen, President/CEO, Santa Monica Chamber of Commerce

Carol Rossi, User Experience Research

Chad Schmutzer, Senior Solutions Architect, Amazon Web Services

Jill Vacarra, Partner, Primitive Spark

Jonathan Wang, Creative Director, Eat. Sleep. Work., Inc.

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**7. Describe any program response to advisory board recommendations. Give specific examples.**

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The curriculum development for the Interaction Design Bachelor's degree is a direct result of extensive discussion with members of the Graphic Design/IxD Advisory Board as well as other industry representatives.

We also recently revised the Associate degree in Graphic Design so it has two concentrations; Print/Illustration and User Experience Design. These revisions were in response to our advisory board recommendations and to changes within the

industry.

## INTARC: INTERIOR ARCHITECTURAL DESIGN

### **1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.**

*SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*

For this program review, we have selected second SLO of Intarc 38, 3D Digital Production and third SLO of Intarc 40, Studio 2. These courses are project-based courses, and the selected SLO of each course closely reflects the following Interior Architectural Design program level outcomes.

Upon completing the Interior Architectural Design program, a student will:

1. Possess fundamental design skills as well as a working knowledge of current technology.
2. Have the ability to work successfully as an entry-level interior designer.

Intarc 38, SLO #2 - Students will prepare a working set of CAD drawings that reflect design industry standards of content, accuracy, data integrity, and coordination.

Intarc 40, SLO #3 - Students will compile and condense relevant coursework into a digital space planning portfolio suitable for job interviews and client marketing presentations.

### **2. Describe how the program assesses SLOs and uses the results for program improvement including:**

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

All course-level Student Learning Outcomes are assessed in every course each semester. These SLOs are assessed in several ways. In the skill based courses, students must demonstrate what they've learned through real world projects

throughout the course. Work is evaluated based on skill, design sensitivity, and timeline. In the lecture based courses, students work on projects or papers and quizzes. At the end of every semester, instructors complete an SLO assessment for each student, submitted electronically with the end of the semester grade report on mProfessor.

Our main concern is ensuring that projects are consistent with SLOs, especially across multiple sections of the same course. We collect student work samples from all courses that the full-time faculty review on an annual basis, typically during departmental Flex days. Course content and/or SLOs are revised as necessary with the input of the instructor(s).

For the period between Fall 2013 and Fall 2017, the SLO mastery rate for IntArc 38 was a remarkable 100%. The average SLO mastery rate for IntArc 40 over the same period was 92.2%. Both averages are far higher than the college wide average of 84.2%. Data is not available for the period between Fall 2011 and Fall 2013.

**3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.**

*Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

The Interior Architectural Design program offers Certificates of Achievement and an Associate Degree as well as department certificates in Set Design/Art Direction and Digital Production and Design. Core competencies are assessed by the selected SLO of the upper level courses, Intarc 38 and Intarc 40, as stated above.

**4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).**

We rely heavily on our program advisory board to inform us of industry trends and to provide feedback on curriculum development.

The Design Technology department conducts a student survey at the end of each semester to collect program-specific data on student background, program/course effectiveness, scheduling preferences, and technology issues. We compare this information with data from Institutional Research and the TIMS reports to determine course and program effectiveness as well as scheduling patterns. The tools available through Institutional Research have made this process much easier in

recent years.

Using data from Fall 2011 to 2017, we observe the following trends for the Interior Architectural Design program:

- A slow and steady increase in enrollment for online courses from 19% to 25%.
- The Hispanic/Latino population has had a dramatic increase of 10% from 2011 to 2017, compared to 0.7% college-wide. We hope to continually support this demographic group and help them find their passion in design.
- The female to male population has consistently been nearly 70% female to 30% male.

The program has a higher percentage of international students, 16.85%, compared to 9.9% college-wide. As mentioned earlier, the visual nature of the work tends to break down cultural and geographical barriers.

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**5. If applicable, discuss achievement rates on state licensure exams.**

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Although the disciplines within the Interior Architectural Design program do not currently require mandatory certification or licensure on local, state or national level, there are a few recommended certificates in the field that will provide students with better employment opportunities:

LEED – Leadership in Environmental Engineering Design

NCIDQ – National Certificate of Interior Designer Qualification

CCID – California Certified Interior Designers

Our program has collaborated with the Photovoltaic Systems Program in creating LEED Workshops and Study Groups to help students study for LEED GA. Our curriculum incorporates many information that are being tested in the NCIDQ and CCID.

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**6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.**

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The Interior Architectural Design Advisory Board meets at least once a year to discuss industry trends, curricular developments, and other issues that may impact our students. Our next scheduled Advisory Board meeting will be May 11,

2018. We will be discussing the following topics:

- Software relevance: what is being used in the industry currently and what future trends do they see.
- Technology trends including: VR, MR, AR, and AI trends in the industry, 3D digital modeling
- Streamlining transfer to four-year institutions

In addition to the full-time Interior Architectural Design faculty and Frank Dawson, Dean of Career Technical Education, our advisory board members include:

Christoph Korner, Faculty, Woodbury University

Kristin King, Faculty, CSUN

Rachel Ryan, Counselor, CSULB

Edward Perez, Faculty, CSULB

Josette Murphy, Owner, About: Space Studios

Lynn Zmuda, Zmuda Design

Alex Soto, Retailment

Deborah Gregory, Digbar Interiors and Architecture

Cesar Ramirez, Wimberly Interiors

Luis Garcia, HFS Concepts4

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**7. Describe any program response to advisory board recommendations. Give specific examples.**

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At the last Advisory Board meeting we worked through a pathway for LA Hi Tech. The universities present gave us direction for what they would like to see in the path to their institution.

Digital Fabrication was also discussed and seen as a must have for our program. 3D printers and laser cutters were seen as a minimum requirement. And integrating student laptops as a part of the design courses.

We purchased Rhino 3D modeling software at the Advisory Board's suggestion. We have successfully integrated Rhino 3D modeling software into two courses in Fall 2015, INTARC 29, Computer Skills for Interior Designers and INTARC 70, 3D Digital Rendering. Introducing Rhino in these two courses teaches the students to integrate various 3D modeling programs much the same way professional design firms use them for presentations.

Our Advisory Board approved the Department Certification for Residential Design. The board realizes the importance of setting short term goals for our students. The 12 unit Residential Certification will help students seeking short-term training in preparation for work in residential design as well as those checking out the industry before making a commitment to the full AS or Certificate of Achievement. We went through an extensive discussion with the Advisory Board on the list of 4 courses to offer. This should increase the number of students completing the Department Certificates.

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objective:  
Identify and implement four-course sequences for high school students involving dual and co-enrolled courses in order to increase enrollment in certificate programs.

Status: Completed

Comments:  
The Graphic Design and Interior Architectural Design programs have successfully implemented high school sequences through the LA Hi-Tech initiative. While funding for LA Hi-Tech is ending, we are exploring ways to sustain these high school sequences. The Entertainment Technology program has now also identified a high school sequence as part of a larger pathway certificate sequence in game design.

Objective:  
Revise and update curriculum and pre-requisites for the Interior Architectural Design program.

Status: Completed

Comments:

<p><u>Objective:</u> Continue to successfully facilitate the Interaction Design bachelor degree program, and continue to communicate the program components to current and prospective Graphic Design students, other Community College students and to professionals in the industry prior to the admissions deadlines for entrance in the Fall and Spring semesters.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> We expect this objective to be on-going until the future of the bachelor degree pilot program is determined. Students interested in Interaction Design must first complete the Associate degree program in Graphic Design with a concentration in User Experience Design. We continue to hold Student Information Sessions for students who are interested in the program and want to submit materials for admission. We also have funded a part-time Project Manager position to help with marketing and recruitment efforts. A student worker from the first IxD cohort is currently managing the Interaction Design social media channels.</p>	
<p><u>Objective:</u> Develop a pathway certificate in game design that includes a high school dual enrollment component as well as transfer options to 4-year game design programs.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> We have worked extensively with a game industry consultant as part of the Strong Workforce project to create a model game design pathway sequence for all regional community colleges to consider. The Entertainment Technology program has identified what courses need to be revised or developed to fit the structure of the model sequence. We are in the process of drafting course descriptions and outcomes for review by the ET advisory board. Once we have the input of industry and the regional four-year programs, we will do the final curriculum work and submit the certificate for approval.</p>	
<p><u>Objective:</u> Create a new certificate in Residential Design for the Interior Architectural Design program.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> Currently pending approval by the Curriculum Committee.</p>	
<p><u>Objective:</u></p>	



Improve Certificate of Achievement and Associate Degree completions.

Status: In Progress

Comments:

The completion and awards data provided by Institutional Research is the main motivation for this objective, but it is also in line with larger initiatives at the college such Career Ladders and Guided Pathways. As with all major curricular changes, input from the program advisory boards will be critical.

Objective:

Increase industry engagement with the CMD and all of its programs.

Status: In Progress

Comments:

The main factor behind this objective is the recent completion of the CMD site as well as the impending graduation of the first IxD cohort. We feel that there is a limited window of time to capitalize on the new facility in order to improve our relationships with industry and provide internship opportunities for our students. The proximity of the CMD to the tech industry should assist this effort.

*In this section, please document what you did last year as a result of what you described in Section C.*

**1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.**

The Design Technology department continues to be actively involved in multi-disciplinary efforts across the college. One of our most successful interdisciplinary collaborations to date is the Promo Pathway program, developed to address the demand for promotional writer/editor/producers in high-paying careers in digital media. The Promo Pathway curriculum draws on courses from the Entertainment Technology, Media Production, and Business programs to provide students with internship and employment opportunities in this emerging field.

There is also a strong multidisciplinary component to the Interaction Design program, further addressed below, as well as ongoing work with programs such as Photography, Photovoltaic Systems, Film Studies and Journalism. With the completion of the Center for Media and Design (CMD), we expect to see increasing opportunities to collaborate among all the programs housed there.

## **CMD Transition and Grand Opening**

The Design Technology department's relocation to the CMD presented a number of unique challenges to faculty and staff. The timing of the move was uncertain, and required the department chair to create two possible schedules for Fall 2017 in consultation with Academic Affairs and the Communication and Media Studies department. The move finally occurred during the Summer of 2017, and Fall classes were held successfully in the new location. While the CMD remained an active construction site during the Fall semester, it was a welcome improvement over the facilities the department occupied at the Airport Arts and Bundy campuses.

In coordination with a number of entities across the college, our department participated in the planning and execution of an elaborate Grand Opening event that took place on December 2, 2017. The planning process took months of preparation and occupied much of the full-time faculty's time during the Fall semester. The work was well worth it, and the event was a tremendous success. An estimated 2000 people visited the site that day including a number of potential donors. The work our programs assembled for the day was well received, and all in attendance were extremely impressed with the new facilities.

With a state-of-the-art facility to call home, we hope to be involved in many more events that engage the college and local communities while raising the profile of our programs.

## **Interaction Design Bachelor Degree**

The Design Technology department is extremely proud to be part of the baccalaureate pilot program with the innovative Bachelor of Science in Interaction Design. Unlike anything offered outside of private four-year institutions, the IxD program allows students to create inventive new approaches to interaction and design. Students develop a high level of empathy and think beyond the specific artifact to the entire experience and goals of the user. These skills can be applied to designing for environments such as mobile, desktop, interactive physical spaces, games, and social networks across a diverse range of industries, including business, entertainment, education, and health.

Blending creative processes, analytical approaches, along with interdisciplinary studies, students learn information architecture, prototyping, scenario-based design, design research, narrative/storytelling, usability and communication design principles. Technology plays a central role in Interaction Design and students realize their concepts through technical development, programming, prototyping, content management systems, and a range of prototyping approaches from paper to video and motion graphics to working interactive systems.

In Fall 2017, a second cohort of 22 students began taking upper-division courses in the Interaction Design program. The first cohort of 19 students are now in the final semester of the IxD program, and scheduled to graduate in June 2018. This

will be a historic achievement for Santa Monica College as well as the Design Technology department.

## **Interior Architectural Design**

The Interior Architectural Design program was invited to participate in designing an exhibit space for the Levi's brand at Global Shop 2017, a national retail design conference. SMC student Federico Arzilli's design was selected to be built at Global Shop in Las Vegas at the end of March 2017.

The INTARC Studio 3 class entered a design competition sponsored by the International Interior Design Association (IIDA). SMC student Liudmila Sergeeva's project was selected as one of the finalists for the IIDA portfolio scholarship.

The Three Dimensional Design class created an interactive environment for the CMD Grand Opening day. It was a huge success. Participants walking through the environment enjoyed the integration of graphics and interactive spatial experiences. This class has also designed and built the furniture used by the program at events such as the annual Dwell on Design Exposition.

Interior Architectural Design should be a starting point in thoughtful behavior for healthy building environments, taking human well-being into account on all levels. The Interior Design Program is currently considering a Certificate of Achievement in Sustainable Interior Architectural Design. Students will learn to approach a design project in a way that promotes social equality, is mindful of economic growth considerations, and an approach that will better protect the environment from further deterioration and degradation. Faculty have already started adding sustainable principles into many of the classes and have identified key strategies to include. Continued advisory board recommendations will be sought during the development of the certificate.

## **2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.**

Recommendation 1: Evaluate the effectiveness of curriculum changes on success, retention, and completion rates.

Full-time faculty routinely examine data on success, retention, and completion. The tools provided by Institutional Research have made this process much easier in recent years. Tableau, especially, is a vast improvement over past data tools. The information is much more current and very easy to visualize.

Our specific response to the data on success, retention, and completion is addressed in the Program Improvement sections

that follow.

Recommendation 2: Complete SLO revisions and input to updated SLOs to the ISIS portal.

SLOs across all Design Technology have been extensively revised and inputted into ISIS since the previous six year review. As stated before, discrepancies still exist between ISIS and CurricUNET. That is an issue we are attempting to address as part of this six year review.

Recommendation 3: Look at possible collaborations with other programs outside the department to enhance the Set Design certificate and ensure content is not being duplicated.

The Set Design and Production Design courses now enroll students from both the Film Production and INTARC programs. Instructors have adopted an interdisciplinary approach, highlighting the talents of students from both disciplines.

**3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.**

The Interaction Design program has made many adjustments in response to the requirements of the CCC Baccalaureate Degree Pilot Program. The IxD Task Force, composed of faculty and administrators from several areas of the college including program leader and subject matter expert, Jamie Cavanaugh, guided the fledgling program through the majority of these changes.

Unfortunately, Jamie spent the majority of the Fall 2017 semester out of the country and subsequently retired in December 2017. Her abrupt departure was a blow to the entire department as well as to the students in the IxD program. In her absence, probationary full-time faculty member, Nicole Chan, has had to assume all of the duties of program leader with support from the department chair and the IxD Project Manager. Assuming such an important leadership position under these circumstances would be difficult for any tenured faculty member, but it is nearly overwhelming for a new hire. We are exceedingly fortunate that Nicole has more than risen to the challenge.

We are also extremely grateful that the college has approved a new full-time position in Graphic Design/IxD for Fall 2018, and expect this faculty member will share leadership responsibilities with Nicole in the near future.

**4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).**

The department received funds through the Strong Workforce Program in Spring 2017. The funds were primarily used to

hire a part-time project manager for the Interaction Design bachelor program who is responsible for creating marketing materials and establishing articulation agreements with regional community college partners. A portion of the funding was also used to finance the redesign the IxD website, and to hire a game industry consultant to develop a model career/transfer pathway sequence in game design.

**5. Describe departmental efforts to improve the teaching and learning environment.**

Design Technology faculty have actively participated in a number of the college's efforts to improve the teaching and learning environment including the Guided Pathways project and its predecessor, the Career Ladders project.

Our faculty maintain a presence on Academic Senate committees that deal with issues critical to our students, including having served as recent chairs of the Distance Education and Career Technical Education Committees.

We are leaders in adopting new technology platforms such as Canvas and classroom management software as well as in embracing innovative pedagogical methods. Most recently, a number of our faculty attended workshops on Design Thinking, an iterative process of defining and solving complex problems embraced by institutions like Stanford University that has practical applications inside and outside the classroom.

**6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.**

There is no formal tutoring available to Design Technology students, but many of our instructors make use of supplemental online learning resources that are available at no cost to our students through Lynda.com. In addition, the classified staff that operate the computer lab at the CMD site are familiar with most of our software-based curriculum and able to provide technical assistance to students.

**7. Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.**

The Entertainment Technology program received a Chairs of Innovation grant from the SMC Foundation to provide a three day certification training session for several instructors and staff in the use of the Avid S6 Pro Tools Audio console. This high-end piece of sound engineering equipment is a critical part of the audio post-production curriculum in the ET and Film Production programs.

The INTARC program received a Margin of Excellence grant to participate in the 2017 Dwell on Design Conference at the LA Convention Center. The funds were used to rent a booth to display student work. INTARC instructors and student volunteers manned the booth for the duration of the conference, engaging with the design community and increasing the exposure of the program.

LEED training for the two full-time INTARC faculty members was funded through a Margin of Excellence Grant. Once trained, faculty will integrate the principles of Green Design more thoroughly into the INTARC curriculum.

**8. Describe faculty engagement in activities, training, or professional development to remain current with industry**

**trends.**

The department maintains licenses of the Pluralsight online library of video tutorials for full-time faculty to stay current with software developments. In addition, all faculty have free access to Lynda.com.

Faculty from all Design Technology programs regularly attend major industry events and conferences, including the following:

CTN Animation Expo

Dwell on Design Conference

Game Developers Conference

IxDA (Interaction Design Association) Education Summit

SIGGRAPH Conference on Computer Graphics and Interactive Techniques

**Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:**

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

**SLO Assessment Data**

We have SLO assessment data for the Design Technology department covering the period between Fall 2014 to Fall 2016. The available data indicates that course-level SLO mastery is generally high across all programs, however, there are gaps in the data that make year to year comparisons difficult.

The success rates for the selected Entertainment Technology course-level SLOs are as follows:

ET 24, SLO#2: Spring 2014 (Fall 2014 not available), 100%; Fall 2015, 95%; Fall 2016, 94%

ET 31B, SLO#2: Fall 2014, 100%; Fall 2015, 95%; Fall 2016, 86%

While still on par with the other Design Technology programs, both ET courses show a slight downward trend that if unaddressed may eventually impact student completions. In the case of ET 24, the instructor recently revised the course materials to make the content easier to absorb for visual learners.

The success rates for the selected Graphic Design course-level SLO are as follows:

GrDes 51, SLO#3: Fall 2014, 97%; Fall 2015, 92%; Fall 2016, 100%

IxD course-level SLO mastery is also high, but the data is limited to the period between Fall 2016 to Fall 2017. For this period, the overall success rates for all assessed IxD courses are as follows:

Fall 2016, 97.5%; Fall 2017, 99.4%

This indicates a slight improvement between the first and second cohort of IxD students.

The success rates for the selected Interior Architectural Design course-level SLOs are as follows:

IntArc 38, SLO#2: Fall 2014, 100%; Fall 2015, 100%; Fall 2016, 100%

IntArc 40, SLO#3: Fall 2014, 86%; Fall 2015, 100%; Fall 2016, 92%

### **Retention and Success Data**

Overall course retention and success rates for the department have declined slightly over the six year period between Fall 2011 and Fall 2016 as follows:

Course Retention: Fall 2011, 85.0%; Fall 2016, 81.9%

Course Success: Fall 2011, 68.9%; Fall 2016, 67.5%

Retention rates have fallen most sharply for part-time students, from 81.1% in Fall 2011 to 77.4% in Fall 2016. Part-time students also show 10-12% lower success rates than full-time students. It is obvious that part-time students are struggling to complete our certificate and degree sequences. The number of required units and the availability of class sections that fit part-time student schedules are likely to be the biggest contributing factors to these declines. We will address this across all disciplines by reevaluating certificate sequences and reducing required units as much as possible without impacting overall quality.

Retention and success rates in the IxD program are quite high by comparison:

Course Retention: Fall 2016, 92.9%; Fall 2017, 100%

Course Success: Fall 2016, 88.1%; Fall 2017, 100%

Both categories show an improvement between the first and second cohorts. IxD 350 had the largest increase in student success from 85.7% in Fall 2016 to 100% in Fall 2017. We attribute the high overall retention and success rates to the closed cohort format of the IxD program. Students are carefully selected through a rigorous application process, and those who successfully enter the upper division sequence are highly motivated and more likely to succeed than students in our A.S. programs.

### **Certificate/Associate Degree Award Data**

Graphic Design and Animation account for two of the top ten CTE programs to award Certificates of Achievement in the past five years according to data from the Office of Institutional Research. The Interior Architectural Design program is eleventh in this ranking. Nevertheless, program awards are not as robust as they should be. This is especially true for Associate Degrees given that more of our students intend to transfer to four-year institutions.

We intend to streamline our certificates by reducing required units and aligning our sequences with transfer institutions as much as possible.



Objective #1

**Objective:** Continue to successfully facilitate the Interaction Design bachelor degree program, and continue to communicate the program components to current and prospective Graphic Design students, other Community College students and to professionals in the industry prior to the admissions deadlines for entrance in the Fall and Spring semesters.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #2

**Objective:** Develop a pathway certificate in game design that includes a high school dual enrollment component as well as transfer options to 4-year game design programs.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #3

**Objective:** Create a new certificate in Residential Design for the Interior Architectural Design program.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #4

**Objective:**

Improve Certificate of Achievement and Associate Degree completions.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

SLO Assessment Data

TIMS Report Data

Institutional Research Data

**External Factors:**

SMC Strategic Initiative

Guided Pathways

Advisory Board Recommendation (for CTE only)

**Timeline and activities to accomplish the objective:** 1. Reduce required units of current certificates and degree sequences as much as possible to encourage student completion within a two-year timeframe.  
 2. Align current certificate and degree sequences with four-year institutions to facilitate transfer.  
 3. Solidify partnerships with local high schools to fast-track students into certificate programs.  
 4. Review all changes with program advisory boards to ensure industry relevance.  
 5. Produce informational materials for students and counselors to provide better understanding of certificate and degree sequences.  
 6. Submit all changes through the curriculum process by Spring 2019.

**Describe how objective will be assessed/measured:** All necessary approvals at the college and state level.  
 Increase in completion and award data.

**Comments:** The completion and awards data provided by Institutional Research is the main motivation for this objective, but it is also in line with larger initiatives at the college such Career Ladders and Guided Pathways. As with all major curricular changes, input from the program advisory boards will be critical.

Objective #5

**Objective:**

Increase industry engagement with the CMD and all of its programs.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

SLO Assessment Data

Other data or observed trends

**External Factors:**

Other Factors

Partially in response to the work being done by the CTE Marketing Subcommittee.

**Timeline and activities to accomplish the objective:** 1. Increase program visibility through participation in industry events and competitions.  
2. Establish internal events such as a speaker series and an annual student showcase to attract industry attention to the CMD site.  
3. Work closely with the CTE Senior Program Advisor, Kaysha Morgan, as well as the Job Placement Center to build and maintain industry relationships.  
4. Improve and maintain the online presence of the department and its programs.  
5. Participate in college-wide efforts to improve marketing and industry access.

**Describe how objective will be assessed/measured:** Increased participation in program advisory boards and new internship and entry-level opportunities for students.

**Comments:** The main factor behind this objective is the recent completion of the CMD site as well as the impending graduation of the first IxD cohort. We feel that there is a limited window of time to capitalize on the new facility in order to improve our relationships with industry and provide internship opportunities for our students. The proximity of the CMD to the tech industry should assist this effort.

*To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at [click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.*

**1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:**

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content)**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

Curriculum revision and development is generally born out of student demand, faculty discussion and the recommendations of our program advisory boards. New courses and substantial revisions are typically initiated by faculty within the individual programs, then presented for discussion at a department meeting. After a period of revision and refinement, the final version will be voted on a subsequent department meeting before submission to the Curriculum Committee. Throughout this process, program learning outcomes and goals are kept foremost in mind.

Traditional disciplinary boundaries continue to blur as the integration of technology and media becomes critical to all fields. In reality, discipline names are often more a convention for organizing the schedule of classes than a reflection of divisions between them. If it is felt that a new course may have an impact, direct or indirect, on other programs, groups or

departments in the college, the leader of that entity is contacted and possible conflicts, overlaps or duplication are discussed and clarified. Rather than merely avoiding overlap with other areas, our department actively engages in opportunities to collaborate. The Interaction Design bachelor degree program, for example, would not exist without significant collaboration across multiple departments and disciplines.

Design Technology requires the use of a departmental syllabus template that is distributed to all faculty in advance of each semester. This template is based on the model syllabus created by the Academic Senate, and helps to provide consistency across sections and programs. Faculty are instructed to download the course outline of record from CurricUNET when using the template to create course syllabi. The department chair and full-time faculty are responsible for ensuring the alignment of an instructor's syllabus to the course outline as part of the peer evaluation process each semester. The department typically conducts 15-20 evaluations per term.

**2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.**

As career technical programs, we rely heavily on industry advisory boards to evaluate current curriculum, advise faculty in curriculum revision and development, and identify future trends that may impact program effectiveness. We each make a point of populating our advisory boards with working professionals who represent a wide spectrum of industry disciplines.

The recommendations of our advisory boards have a direct impact on our curriculum process. Recent advisory board meetings have led to the creation of the Interaction Design curriculum as well as to significant revisions in the existing certificate coursework for the Entertainment Technology and Interior Architectural Design programs.

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

**1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.**

**Zeny Baduel:**

Former Member, Academic Senate

Former Member, Global Citizenship Committee

Former Judge, Global Citizenship Symposium

**Nicole Chan:**

Faculty Leader, Interaction Design Program

Faculty Advisor, SMC Design Collective Club

Member, SMC Faculty Association

**Sheila Cordova:**

Member, Distance Education Committee

Former Member, SMC Faculty Association

Member, Information Service Committee

**Chris Fria:**

Chair, Design Technology Department

Member, Career Technical Education Committee

Former Chair, Career Technical Education Committee

Former Member, Academic Senate Executive Committee

Former Member, SMC Faculty Association Negotiating Council

**Jo Hao:**

Assistant Chair, Design Technology Department

Faculty Advisor, Interior Design Club, IIDA

Member, Program Review Committee

Former Member, SMC Faculty Association

**David Javelosa:**

Member, Academic Senate

Former Member, Information Services Committee

Former Member, DPAC Facilities Committee

Faculty Advisor, E-Sports Club

Faculty Co-advisor; Games, Animation and Visual Effects Club (GAX)

Certified Data Coach, Institutional Research

**Jim Keeshen:**

Faculty Advisor; Game, Animation & Visual Effects (GAX) Student Club

**Walt Louie:**

Former Member, Curriculum Committee

**2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)**

**Zeny Baduel:**

Participated in the Global Citizenship Initiatives to Turkey, China, and South Africa

Regularly attends MacWorld conference in San Francisco

Attends NAB Show, Las Vegas, NV

Member, AIGA

**Nicole Chan:**

Member, AIGA

Member, IXDA

Participates in quarterly roundtable with SAP and Stanford d.school advisors

**Sheila Cordova:**

Member, AIA

Attends annual Dwell on Design Conference

Attends LEED seminars and workshops

Attends AR/VR Expo

**Chris Fria:**

Member, L.A. ACM SIGGRAPH

Attends SIGGRAPH Conference on Computer Graphics and Interactive Techniques

Attends Vision VR/AR Summit

**Josephine Hao:**

Attends Annual Dwell on Design Conference

Attends Annual Lighting Expo

Attends Global Shop Expo

Attends LEED seminars and workshops

Attends CSULB and Woodbury Senior Shows

**David Javelosa:**

Attends annual Game Developers Conference, Electronic Entertainment Expo (E3), Virtual Reality Developers Conference, Blackrock/BBQ Game Designers Symposium

Member, International Game Developers Association (IGDA)

Juror, IndieCade-International Festival of Independent Games

Member, Interactive Audio Special Interest Group (IASIG)

Advisory Board Member, Game Music Program, Digipen Institute of Technology

**Jim Keeshen:**

Member, ASIFA-Hollywood

Attends annual CTN Animation Expo

**Walt Louie:**

Board Member, Visual Communications, Los Angeles

Member, Directors Guild of America

Attends annual National Association of Broadcasters (NAB) Show

**3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.**

The Design Technology faculty participate in monthly department meetings throughout the Fall and Spring terms. These meetings are scheduled on the Monday following the monthly Instructional Chairs meeting held by Academic Affairs, and are an opportunity to discuss issues related to curriculum, counseling, placement and other topics facing the college as well as the department. Though not required to attend, adjunct faculty are invited and frequently participate. In addition to the monthly meetings, we hold a mandatory department meeting for all faculty members before the start of each semester. This gives both full-timers and adjuncts the opportunity to meet new faculty members, to voice their concerns, and to participate in the direction of the department.

Additionally, full-time and part-time faculty from the various programs often meet informally off-campus between semesters. In recent years, we've invited faculty from the other departments and disciplines at the CMD to join these gatherings.

Faculty resources and support documents are kept on an internal file share network accessible from any computer station at the CMD site. In addition, the department chair and administrative assistant maintain several cloud-based resources such as schedules, meeting agendas and minutes, curriculum documents, and surveys that are available online.

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*



**1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].**

The Design Technology department has identified the followed needs for the coming year:

- A new full-time faculty position in the Graphic Design and Interaction Design programs.
- Continued funding for a part-time program manager position to support the Interaction Design program.
- Laptop computers and a charging cart to support the Interior Architectural Design program.
- Replacement of older Cintiq units in the classroom and computer lab.
- Funding to maintain all current software licenses.

**Full-time Faculty Needs**

Our full-time faculty members typically teach an overload of 6 class sections per semester due to load factor disparity with other departments. In addition, we are expected to advise students on transfer and career opportunities, maintain industry currency, ensure that the Department functions smoothly as an administrative unit, revise and develop curriculum, maintain departmental websites and social media resources, and advise active student clubs.

Although we're fortunate to have dedicated adjunct faculty to assist with these responsibilities, it is full-time faculty who drive the department forward. Full-time faculty have a better sense of program goals and sequencing as well as an overarching concern for the education of our students.

The burden on full-time faculty is most acutely felt in the Graphic Design and Interaction Design B.S. degree programs. Due to recent retirements, the responsibility of managing the IxD program and counseling students has fallen to a newly hired full-time faculty member with limited support from the remaining tenured Graphic Design instructor. We are in desperate need of an additional full-time hire to teach core courses and upper-division Interaction Design classes, and to assist with the basic functions and promotion of the program.

**Administrative Support**

As the bachelor degree program added a second student cohort in Fall 2017, bringing the total number of IxD students to 45, a part-time program manager position was approved and funded. This 20-hour per week position coordinates with faculty on curriculum revisions and the application process, creates promotional materials and online resources, buildings and maintains relationships with industry and regional community college partners, acts as liaison with Student Services counselors, and hosts information sessions for prospective students. We were fortunate enough to hire someone with prior

experience at ArtCenter College of Design, but this resigned to pursue new teaching opportunities just weeks ago. Funding for the position expires in June of 2018. It is critical to the future success of the IxD program that this position continues.

## **Technology Needs**

In order to keep current with advancing trends in industry, we need to have access to the most current software and industry standard tools. Design Technology programs provide students with access to a wide range of specialized software applications on state-of-the-art equipment, but ongoing maintenance is a growing concern. Funding to expand and modernize our programs is available through VTEA grants, but all CTE programs across the college must compete each year for the same pool of funds. Also, VTEA funds may not be used for the ongoing maintenance of existing programs, and the college has limited alternatives.

In the short term, we need to replace aging Cintiq units in one of the PC-based classrooms as well as the computer lab. Cintiq are specialized monitors that allow users to use a stylus directly on the screen. This technology is used in the entertainment industry primarily for 2D animation and digital imaging. Several of the older units we have no longer support the software driver for the latest version of the stylus, and we have a limited supply of the discontinued version of the stylus for students to use in class.

The CMD computer lab also requires additional data switches to the Avid Nexus server to the editing classrooms. This would allow students to save post-production projects in the classroom and continue working on them in the computer lab without reserving one of the editing bays.

We also need to support the use of laptop computers in non-computer classrooms. The CMD has several instructional spaces equipped with modular furniture units that can be configured to allow students to work in small groups. In these spaces as well as in our traditional drawing table rooms, students typically use their own laptop computers. Because not all students can afford to do this, we have purchased “loaner” laptop computers that are stored in a charging cart in the classroom. This has been very effective in the Graphic Design and Interaction Design courses, and we would like to provide the same resource to students in the Interior Architectural Design program.

Ideally, though, the college would make a more concerted effort to support students bringing their own devices (BYOD) into the classroom. This would include providing high bandwidth wireless connectivity in all classrooms as well as providing cloud-based software licenses and storage for students. In the long term, this would enable the college to greatly reduce the cost of maintaining computer classrooms and labs.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Fortunately for our programs, the funding tied to the completion of the Center for Media and Design has provided for most of our immediate needs with the exception of those listed above. We are very concerned, however, about the ongoing maintenance of this equipment as outlined in detail above.

Also of great concern is the lack of space at the CMD for program expansion. We are currently at capacity in terms of instructional and office space. This has already had a significant impact on our programs. Both the Interaction Design and Interior Architectural Design programs, for example, are in need of a dedicated space for fabricating three-dimensional prototypes. This involves the use of large equipment beyond the 3D printers that department recently purchased, and requires power and ventilation considerations beyond what is available at the CMD. As a result, the INTARC program is unable to offer a basic fabrication course that is typically required for transfer.

**3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

The Student Services office at the CMD site has an immediate need for administrative support to manage interactions with students and the general public to handle functions that fall outside the job descriptions of the other classified staff at the site. We are fortunate enough to have two part-time counselors in that office, but the reception area is occupied by the Design Technology department's administrative assistant who cannot take on additional duties. The CMD deserves a better welcoming presence for all who visit the site. Luz Avila held this position at the AET, but has since retired.

The CMD computer lab is in need of additional staffing. The current staff are spread very thin, and are frequently called away to assist instructors in the classrooms with no one left to monitor the lab. A staff member who is knowledgeable in specific application used in Interior Architectural Design such as Autocad, Revit, Sketchup and/or Rhino, would be ideal.

We also have grave concerns about safety at the CMD site, having had many incidents of disturbed individuals disrupting classes and/or harassing faculty and staff. There needs to be a full-time police presence at the site. Training faculty and staff in crisis management strategies specific to the CMD site is also absolutely critical.

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?**

The Design Technology department by necessity has had to adapt to evolving technologies and emerging trends in our respective industries. There is no doubt that our programs will be heavily impacted by advances in Augmented & Virtual Reality (AR/VR), artificial intelligence, and machine learning. Maintaining strong ties with our advisory boards will be critical to staying abreast of what the future may hold for our students.

That said, we are not training students to become mere technicians in the 21st century workforce. They need to be thoughtful, adaptable, problem-solving, designers and storytellers in order to truly succeed. This means striking a balance between instilling time-honored fundamentals and embracing cutting-edge technology. We believe the Guided Pathways initiative taking hold at SMC will help us in this effort when considering our certificates and degrees. Building effective pathways that are designed to meet individualized educational goals will allow our students to make better decisions at earlier stages and to progress further than currently possible.

The future of the Interaction Design B.S. degree program is uncertain. Hopefully, the pilot program will be deemed successful and California community colleges will be able to continue offering baccalaureate programs. In our minds, the quality of instruction and value to students are unquestionable. The cost of equivalent programs at private institutions is well out of reach for most. The benefit to the workforce is also undeniable given the diversity of our students. When the first cohort graduates in June of 2018, it will be an historic achievement that the entire SMC community can embrace with pride.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Addressed in Section G1.

**3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Addressed in Section G1.

**4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.**

Addressed in Section G1.

**5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.**

Design Technology is a well-performing department with innovative programs and a diverse student population. The primary long-term objectives for the department will be to improve certificate/degree completions, to more actively engage industry, and to work on developing effective pathways that more fully support the educational goals of all of our students.

**6. Please use this field to share any information the program feels is not covered under any other questions.**

Faculty and chairs are increasingly being asked to adopt a range of tools to do departmental work, some of which are more effective than others. The time needed to adequately train people to use Canvas, mProfessor, ISIS, CurricUNET, Tableau, EMS, etc., is not insignificant. Worse, the integration between these tools is often poor. The college has to invest in a more cohesive approach to developing and supporting its internal systems. Enterprise-level support for intuitive, reliable, tools that truly enhance productivity and collaboration like Google Apps and Slack would also be nice.

**Please comment on the effectiveness of the Program Review process in focusing program planning.**

The Program Review process is a necessary and important part of assessing program success. As a multi-disciplinary department, we sometimes struggle to implement effective practices across our programs. This process has provided the

best opportunity for faculty from all areas to engage in thoughtful reflection of the individual programs as well as the department as a whole.

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

**Narrative**

**Program Evaluation**

**Commendations**

**Recommendations for Program Strengthening**

**Recommendations for Institutional Support**

**Attached Files**

Supporting Documents